



TRAINING CENTER for Community Programs

in coordination with the Office of Community Programs,
Center for Urban and Regional Affairs

THE ELEMENTARY EDUCATION OF
ST. PAUL INDIAN CHILDREN:
A STUDY OF ONE INNER-CITY SCHOOL

University of Minnesota

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Introduction

In April and May of 1969, the University of Minnesota's Training Center for Community Programs carried out a portion of its responsibilities to the National Study of American Indian Education in the city of St. Paul, Minnesota. Indian children, white teachers and administrators, and certain "influential persons" were interviewed regarding the operations of one inner-city elementary school in St. Paul: Atwood (pseudonym).

At the time of the interviews and application of other instruments pertinent to the study, Atwood had 40 Indian students enrolled, constituting 4.6% percentage of the total student enrollment*. In the St. Paul school system as a whole, 346 Indian students constituted 0.68 percentage of the total student population. There were no Indian teachers at Atwood school during the time of data gathering.

This interim report attempts to detail some of the major findings of the Training Center's research in Atwood school. It is one of several reports on the education of Indian children in St. Paul; a final report on the education of St. Paul Indian children, together with recommendations for action, will be forthcoming in the midsummer of 1971.

*A sight-count was made in September which indicated that there were 40 Indian students. The school officials feel that there were about 80 Indian students at the end of the year. This would be 9.2% of the total student body.

School-Related Attitudes of St. Paul Elementary Indian Children

Nearly half of Atwood (pseudonym) elementary schools Indian students were Chippewa, while twenty percent were Winnebago. Various other tribal backgrounds were also represented: Chippewa-Iroquois, Chippewa-Mexican, Chippewa-Sioux, Cree, Sioux, Blackfoot, and Blackfoot-Afro-American. Only one child did not know his tribal affiliation. For a precise breakdown of the tribal affiliations, consult the table below:

I. Tribal Affiliations of Atwood Elementary
Indian School Pupils

Tribal Affiliation	3	4	5	6	Total Pop.
Chippewa	2-25%	13-65%	3-33%	6-54%	24-48%
Chippewa and Iroquois			1-11%		1-2%
Chippewa, Sioux, Mexican	1-13%	1-5%	1-11%	1-8%	4-8%
Mexican, Chippewa	1-13%				1-2%
Blackfoot			1-11%	1-8%	2-4%
Blackfoot and Afro		1-5%			1-2%
Sioux	1-13%	1-5%	1-11%		3-6%
Winnebago	2-25%	3-15%	1-11%	4-31%	10-20%
Cree	1-13%		1-11%	1-8%	3-6%
Don't know		1-5%			
					100%

Only eight percent of the students interviewed at Atwood elementary school did not think they would complete high school. Over half (58%) wanted to graduate from high school, and one planned to receive vocational training later. One-third of the students intended to secure college degrees. Rather high percentages of fifth graders (33%) and sixth graders (46%) expressed interest in attending college. Only a few students in the third, fourth, and fifth grades preferred to quit school prior to graduation.

To the question, "What is the highest grade you would like to finish?" the student responses emerged as follows:

II. Grade Completion Aspirations of Atwood Elementary Indian School Pupils

	Third	Fourth	Fifth	Sixth	Totals
Dropout	1-13%	2-10%	1-11%		4-8%
H. S. Graduate	5-63%	13-65%	4-44%	7-54%	29-58%
Vocational			1-11%		1-2%
College	2-25%	5-25%	3-33%	6-46%	16-32%
TOTALS	8-10%	20-100%	8-99%	13-100%	50-100%

Significant sex differences emerged in the above responses. Twice as many boys as girls planned to drop out. Only nineteen percent of the girls, as compared with 41% of the Atwood boys, had actually decided to go to college.

III. School Aspirations, By Sex, of Atwood Elementary Indian Pupils

	Girls	Boys
Dropout	1-5%	3-10%
H. S. Graduate	16-76%	13-45%
Vocational		1-3%
College	4-19%	12-41%
TOTALS	21-100%	29-99%

IV. School Aspirations, By Sex in Grade Level, of Atwood Elementary Indian Pupils

Grade	Sex	Dropout	H.S. Graduate	Vocational	College
Third	F	1-25%	3-75%		
	M		2-50%		2-50%
Fourth	F	1-11%	7-77.7%		1-11%
	M	1- 9%	6-54.6%		4-36%
Fifth	F				1-100%
	M	1-12.5%	4-50%	1-12.5%	2-25%
Sixth	F		6-75%		2-25%
	M		1-20%		4-80%

To the question, "What would you like to be when you grow up?" The Atwood elementary Indian pupils showed a wide range of responses, ranging from high professional aspirations to such stated goals as "don't know",

and "cowboy." Since such aspiration data are usually difficult to analyse without making provisions for questions that distinguish between occupational-professional wishes and expectations, the Atwood data are simply presented without further comment:

V. Adult Aspirations,
By Grade and Sex, For
Atwood Elementary Indian Pupils

<u>Girls</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Sixth</u>	<u>Total</u>
Lawyer					
teacher	1	2		1	1
teacher or nurse		1		3	6
nurse	1	3			1
stewardess	1			3	7
waitress		1			1
secretary		1		1	1
a roommate			1		2
don't know	1	1			1
Total	4	9	1	8	22
<u>Boys</u>					
president		1			1-3%
computer engineer		1			1-3%
artist	1				1-3%
artist or Indian		1			1-3%
counselor					
doctor, fireman,		1			1-3%
policeman					
policeman		2		1	3-10%
teacher			1		1-3%
a millionaire, football				1	1-3%
player, secret agent					
sports player (pro)			1	1	2-7%
pilot or bus driver		1			1-3%
skin diver	1				1-3%
mechanic		1			1-3%
service		1	1		2-7%
Indian dancer	1	1			2-7%
regular person	1				1-3%
cowboy			1		1-3%
don't know			3	2	5-17%
no data					3-10%
Total	4	10	7	5	

Responding to a question which attempted to probe how Atwood elementary Indian students perceived relationships between education and adulthood, only two students (4%) felt that education was totally irrelevant to their adulthood. Education was regarded as of only slight importance to 22% (11) of Atwood's Indian children. One-third of the students (17) thought that education might influence their adult lives, but were vague as to how, or as to what effects might ensue. Fifteen students (30%) felt that a good education would enable them to get good jobs. Some additional effects of education were recognized by a few children (4-8%), who felt that by pursuing an education their life styles would significantly differ from that of other Indians, or from the way they might have expected to live if they had not gone to school. One student (only 2%) was convinced that education was having --and would have -- a tremendous effect on his life, including determining his life style, employment, interests, and, perhaps, where he might live. Sixth graders saw education as most relevant to their adulthood, but only a few fourth graders felt that education was useless. A detailed comparison follows in Table VI.

VI. Perceived Relationships Between Education and Adulthood, By Grade Level, of Atwood Elementary Indian Pupils

Relationship of Education to Adulthood	Grade 3	Grade 4	Grade 5	Grade 6	N & % in tot. population
Education is irrelevant		2-10%			2-4%
Education is slightly important	2-25%	4-20%	5-56%		11-22%
Education might influence adulthood	3-38%	5-25%	1-11%	8-60%	17-34%
Good education results in good jobs	3-38%	7-35%	3-33%	2-15%	15-30%
Education results in a different life style		2-10%		2-15%	4-8%
Education is tremendously important				1-8%	1-2%

Atwood Indian Pupil Interests in School Academics

One Atwood Indian elementary student, a fourth grader, did not appear interested in the academic aspects of school. He had many friends at Atwood, but totally disliked "working." One-third (34%) of the Indian students who attended Atwood expressed ambivalent attitudes toward academic learning. Generally, they neither liked nor disliked any part of the school situation. If they liked a class, it turned out to be art, music, or physical education, but their main interests were in recesses or peer groups. These students did not volunteer in class, but would respond if the teacher called upon them.

Mild interests in the academic aspects of Atwood Elementary School were indicated by 42% (21) of the Indian students who were interviewed. They liked at least one class, usually with an academic subject, and sometimes participated voluntarily in classroom activities. Fourteen percent of the students (7) were quite interested in their subjects and in what they were learning. They expressed interest in many classes and participated willingly in classroom activities. A few students (8%) were very enthusiastic about learning. They enjoyed classes where the teacher was good and the work was challenging.

Some overall patterns emerged. Sixth graders tended to be most ambivalent toward the academic aspects of school (60%), while fourth graders (20%) and fifth graders (22%) were least ambivalent. Mild interest was indicated by half of the third and fourth graders, but only one-third of the fifth and sixth graders showed such interest. An almost equal percentage of fourth (20%) and fifth graders (22%) were quite interested in school; however, only one third grader expressed this interest. More fifth graders (22%) than fourth (5%) or sixth (8%) graders were highly interested in learning. A more detailed analysis follows in Table VII.

VII. Degree of Interest in Academic Aspects of School
By Grade Level, for
Atwood Elementary Indian Pupils

Degree of Interest	N & % for Popu- lation Total	Grade 3	Grade 4	Grade 5	Grade 6
Not interested	1 2%		1- 5%		
Ambivalent	17 34%	3-38%	4-20%	3-22%	8-60%
Mildly interested	21 42%	4-50%	10-50%	3-33%	4-31%
Quite interested	7 14%	1-13%	4-20%	2-22%	
Highly interested	4 8%		1- 5%	2-22%	1- 8%

(For those who are interested, Appendix A contains a full breakdown of the likes and dislikes about school expressed by Atwood Elementary Indian pupils.)

Atwood Indian Pupils Perceptions of the Teachers Job

Over one-half (60%) of the Atwood elementary Indian pupils described the teacher's job as simply "to teach us", or "to learn us." Most fourth and fifth graders maintained this perception. A few students (14%) viewed teachers primarily as authority figures, who were to "make them learn", or "to do the right things." Sixth graders most frequently expressed this attitude. A more personalized perception of teaching was held by twenty-two percent (11) of the students; they felt their teachers helped them to learn, or helped them "do things." Half of the third graders, and nearly half (44%) of the sixth graders expressed this opinion.

VIII. Perception of the Teachers Job,
By Grade Level, for
Atwood Elementary Indian Pupils

	Grade 3	Grade 4	Grade 5	Grade 6	N & % for total Population
Teachers teach us or learn us	3-38%	14-70%	8-89%	5-38%	30-60%
Teachers are authority figures	1-13%	2-10%	1-11%	3-23%	7-14%
Teachers are helpful	4-50%	3-15%	-----	4-44%	11-22%

All the Indian students at Atwood were asked if they would like to be teachers. Half of them answered affirmatively, eight percent felt they "might", and 44% had no desire to become teachers. Atwood Indian third graders were the most interested in becoming teachers, while fifth and sixth graders were least interested.

IX. Desire to Become A Teacher,
By Grade Level, for
Atwood Elementary Indian Pupils

	Grade 3	Grade 4	Grade 5	Grade 6	Total In Population
Yes	7-88%	8-40%	4-44%	6-46%	25-50%
Maybe		3-15%		1- 8%	4- 8%
No	1-13%	9-45%	5-56%	6-46%	21-44%
Total N & %	8-101%	20-100%	9-99%	13-100%	50-100%

A more complete view of Indian students perceptions of teaching was indicated by their reasons for wanting, or not wanting, to become teachers. Children most often said they wanted to teach because they'd like to teach the children. Two (4%) said it would be "fun" or "exciting" to be with children, and two wanted to teach so they could be with children. Eight percent (4) thought that teachers had more advantages (such as longer lunch times, special desks, coffee breaks, etc.) than students. Some Indian children (6%) preferred teaching because they would become more knowledgeable. The helping aspect of teaching appealed to one student, while the authoritarian position of teachers favorably disposed two more to consider the profession. Three students (6%) gave no reasons for wanting to become teachers.

Responses of Indian Students Who Wanted To Become Teachers

Grade 3:

Because she knows all the answers.

I should do a lot. They sit at special desks that are comfortable. They've got things to do.

Yes, because teachers get to have a longer lunch than kids do.

You can do everything but the teacher doesn't do nothing.

Because I'd be smart.

Yes, it's more fun being with children.

Yes, I don't know why.

Grade 4:

You can take a coffee break.

It's fun to cooperate with children. It's fun to see what children like to do on their own. I'd let them run around once in awhile.

I could get smarted then I could help a lot of other people.

It would be exciting.

Yes, or a policeman.

I don't know why (two responses).

Grade 5:

Because my parents want me to. I like to have a way of my own with children.

I'd like to teach other children.

I could teach different things.

Because you could learn how to teach others.

Grade 6:

It would be fun.

You can boss the kids around.

I'd like to teach the children.

I'd like to teach people things.

I'd like to teach kids to learn.

To help kids to do better in school.

A few students expressed ambivalent attitudes toward teaching:

Grade 4:

Sometimes I would like to be a teacher, but you have to get up early and I like to get up late.

In a way I'd like to be an art teacher and teach people how to draw good.

Maybe, I'd like to help children.

Grade 6:

In a way I would like to teach kindergarten or grade one. I wouldn't like to teach older kids. When kids are older they are harder to understand.

Most of the Indian children interviewed who did not want to teach (20%) said that aspects of the job itself (yelling, "being mean," hard work, etc.), deterred them. Eight percent mentioned student behavior, and one student said that students and the teacher's duties prevented her from wanting to become a teacher. Two Indian students had other occupational plans, and four (8%) gave no reason for their decision.

Responses of Indian Students Who Did Not Wish To Become Teachers

Grade 3:

You have to holler at the kids and they don't cooperate so good.

Grade 4:

I'd have to get nervous all the time with kids running, screaming and fighting.

No, I might get mean.

No, I don't like to hit people.

No, because they yell so much.

I wouldn't like to yell so much.

Not that much, I'd probably faint with those kids.

Not that much. Teachers have to do most everything and the kids are mean.

I want to be a nurse. You have to go to college and have to do more to be a teacher.

I don't know why not.

Grade 5:

It's too hard, like sometimes you get a headache because the kids won't quit playing.

No, you have to work everyday.

No, too much work.

I'd have to learn all those things.

I don't know why I don't want to.

Grade 6:

I'd like to be a secretary in Minneapolis.

I'd have to fill in reports.

No, you'd have to report some kids to the principal, and you would have to get up early.

No, some people don't listen to me.

No, not especially.

No, I don't know why I don't want to.

When asked a question concerning their opinions of teacher performance, only a few Atwood Indian elementary students (10%) had negative feelings about their teachers. They rated over-all job performance of the teachers as "ok", but still criticized aspects of it. Twenty-eight percent (14) of Atwood's Indian students thought their teachers were about average, rating their performance in slightly positive terms (they do "ok"). Nearly half (44%) of the children felt their teachers were "pretty good" or "good", while fourteen percent thought their teachers were excellent.

One-third of the fifth graders and 10% of the fourth graders rated their teachers performances in slightly negative terms. About half the third graders felt that their teachers were average. Slightly over half (55%) of the fourth graders and nearly one-half (44%) of the fifth graders thought their teachers performances were "good." Considerably more sixth than either third or fourth graders felt that their teachers were excellent.

X. Comparisons, By Grade Level, of
Atwood Elementary Indian Pupils
Ratings of Teacher Performance

Student Rating	Grade 3	Grade 4	Grade 5	Grade 6	Total
Slightly negative		2-10%	3-33%		5-10%
Slightly positive--teachers have average jobs	4-50%	3-15%	2-22%	5-38%	14-28%
Positive--teachers are good	2-25%	11-55%	4-44%	5-38%	22-44%
Very positive--teachers are excellent	1-13%	3-15%		3-23%	7-14%
TOTAL	7-88%	19-95%	9-99%	13-99%	48-96%

Indian Student Opinions of Atwood School

A few Indian students (6%) felt that Atwood was the worst school they had attended:

Grade 4:

We have a different kind of math, it was easier at Mille Lacs Lake. I dislike math, and the whole school. It's too stuffy and sometimes it's too cold. We had heat any-time at Mille Lacs.

It's worse, the school in Danbury, Wisc. is better.

Grade 6:

This is a bad school with bad kids. Dislike math, some teachers and the principal.

Ten percent (5) of the Atwood Indian elementary pupils thought their school was worse than the average school:

Grade 3:

It's worse, they don't have lunches here, I'd change the principal and math.

Grade 4:

It's worse, I'd leave it the same.

It's worse, and the elevators are small. Some kids are bratty. I'd make a longer playtime.

Grade 6:

It's worse, I don't know why. I don't like most subjects.

It's worse because most of the people don't like Indians, Negroes they especially don't like Indians. I don't like some teachers.

Less negative opinions were expressed by twenty percent (10) of the Atwood Indian Elementary pupils, who regarded Atwood as about average, but still criticized it:

Grade 4:

Atwood is about the same. Firstall was the principal at Maxwell when I was there. There were cafeterias at both schools.

Dislike: kids fighting, sometimes I don't like the language book.

Grade 5:

It has a principal and it has rules. It depends on which school. Sometimes the kids start different things. There are now patrols in the halls and there should be. I'd change it so kids walk don't run to the lavatory.

Some are better than this. It's nice but not the best. They should have hockey. Some kids are mean. I'd change the rules. You could go to school one hour early.

Well in this school you can't talk as loud because you can hear through the walls. I'd change it so you could go right across the street instead of waiting a whole half hour to get across.

I guess it's better, it's boring here. I'd change it so the kindergarten kids wouldn't be on the playground when we play baseball.

It's bigger, about the same, medium. There are too many mean kids. I'd make it better, I'd get better desks and better teachers.

Grade 6:

I don't know at Walker you learn harder things. I don't know what I'd change.

All schools are the same. I dislike all of them. Wouldn't want to change anything.

There is not much equipment here for science experiments. Dislike: all kinds of things, some rules. Changes: I'd leave it the way it is cause I don't know how to change it. I'd get more science equipment.

It's bigger. I liked it better at the other school, there were more things to do, and it was out in the country and you could run around more. Changes: I'd put the bad kids in one room and make them work real hard. I'd give the good kids easy work.

Eighteen percent (9) of the Atwood Elementary Indian pupils had slightly positive opinions of the school:

Grade 4:

We had the same books and things, the same movies. It's the same as other schools. Kids grab things on the playground and the teacher doesn't do anything.

There are more kids here, its better. I don't know what I'd change.

We do the same things, maybe it's a little better.

I think its different that they don't do things like math at different times. I'd change the teachers.

Grade 5:

At cathedral we had to wear uniforms. I like what we eat here.

Grade 6:

There are more differences, it's better, it says open longer. Changes: I'd change lessons.

Some are much better. But this is nice. I think this is a school I can really learn at. I like this school.

It's better here. In Wisconsin the kids and teachers are meaner like teachers staff, spelling.

They are all the same. I can't compare them. Math is easier here. I like teachers.

About one-third of the Atwood Elementary Indian pupils (16) felt that Atwood was better than the average school:

Grade 3:

You can wear any clothes here. At Ascension you had to wear a uniform, I like lunches.

Atwood is better, they have good teachers.

At the mission school it's a sister, here it's a woman. I like lunches here better.

I didn't have many friends in the other schools. I do here. There is more room here, bigger playground.

It's better. At Roosevelt you had to go home for lunch and be back on time. I got lost going to school. I was scared because it was too far to walk. Teachers are nicer here than at Roosevelt.

Grade 4:

This is a better school. At the other you go home for lunch or have a sack lunch. Here you get your lunch. I like friends, cafeteria. I'd like to get more annexes so we could have more kids.

It's bigger and better. Like: recess.

Better. I like the work. I don't like mean kids. Change: the windows.

I don't know -- it's better. I like the way they teach.

There are better teachers here. I like the way teachers act and the way children treat me. I don't like hollering. Sometimes the principal is mean. Change: social studies.

Better, it's nicer than the other school, the teachers are nice. Dark complexions boss you around too much. I'd change it so there's no difference between the light complexions and the dark so there's no fights about it.

Atwood is bigger and has more rooms. Like: I like more work, lots of play and rest. I'd change some teachers.

Grade 5:

It's better, I like the people.

Grade 6:

It's better, I'd change social studies.

It's better, I'd change everything, subjects, play periods, or maybe I'd just leave it like it is.

About half of the Indian fifth and sixth graders felt that Atwood was poorer than most schools. Nearly all the third graders, and half of the fourth graders felt that Atwood was about the same or better than other schools. None of the Indian students felt that Atwood was the best school which they had attended. Table XI summarizes the preceding data.

XI. Opinions of Atwood School,
By Grade Level,
for Indian Elementary Pupils

Student's opinion of Atwood	Grade 3	Grade 4	Grade 5	Grade 6	Total N & % of Atwood Population
Atwood is the Worst School		2 (10%)		1 (8%)	3 (6%)
Atwood is worse than the average school	1 (13%)	2 (10%)		2 (15%)	5 (10%)
Atwood is about average, negative criticism		1 (5%)	5 (56%)	4 (31%)	10 (20%)
Atwood is about the same, slightly positive		4 (20%)	1 (11%)	4 (31%)	9 (18%)
Atwood is a better school	6 (75%)	7 (35%)	1 (11%)	2 (15%)	15 (30%)
Atwood is the best school					

For readers whose interests are sufficient, Appendix A contains the breakdown of specific likes and dislikes expressed toward Atwood Elementary School by Indian pupils.

Atwood Indian Students Social Peer Relationships

All of the Indian students at Atwood had friends in school. Eighteen percent (9) said they had one or two friends, while one-fourth (12) reported some friendships. Half of the students (26) had several friends and went on to stress that friendships, lunch, or recess were some of the things they especially enjoyed about Atwood. A few children (6%) had many friends and were popular among students.

Third and fifth grade Indian students had fewer friends at Atwood, while Indian fourth and sixth graders had more friendships. The number of Indian students in fourth and sixth grades at Atwood exceeds the number of third and fifth graders. Those in the fourth and sixth grades had more opportunities to maintain Indian friendships, which might have been more comfortable than friendships with non-Indians.

XII. Social Peer Relationships,
By Grade Level,
of Atwood Elementary Indian Pupils

	Grade 3	Grade 4	Grade 5	Grade 6	Total Population
A few friends	2-25%	2-10%	1-11%	4-31%	9-18%
Some friends	2-25%	4-20%	4-44%	2-15%	12-24%
Several friends	3-30%	13-65%	3-33%	7-54%	26-52%
Many friends	1-13%	1- 5%	1-11%		3- 6%
TOTAL	8-101%	20-100%	9-99%	13-99%	50-100%

Indian Student's Perceptions of Indian and Non-Indian Peers

Most Atwood Indian Elementary pupils (84%) had friendships with both Indian and non-Indian children. Over one-half (66%) felt that Indians differed from non-Indians, while eighteen percent felt that there were no differences. Fourteen percent (7) of these children had only Indian friends, but did not indicate if there were differences. One Indian student had no friendships with Indian children at all.

Indian students' perceptions of the differences between Indians and non-Indians fell into four categories:

- (1) A description of physical or socio-cultural differences.
- (2) Statements demonstrating that Indians were "better than whites."
- (3) Indications that Indians were not as good as whites.
- (4) Neutral observations, which were by far the most numerous, accounting for one-half of the Indian childrens' perceptions.

Examples of Neutral Socio-cultural Observations
By Atwood Indian Children

Grade 3:

They're different, I really don't know how.

They look different.

They're white, some talk different.

They act different.

They're not Indians.

We lived on a reservation and they were different from us.

Grade 4:

They are different, but I don't know how. (two students)

Don't know why.

They don't have dark skin.

Their color. (two students)

They're whiter.

They're white people.

Yes, kinda of they talk a different language than I do.

My mom always talks Indian.

Their talk is different.

They play differently.

One is a little bit Indian, his father is Indian, there is no difference.

Grade 5:

They go to different schools, some are different religions.

Yes, their attitude, behavior and other things.

Dennis will marry one of my relatives, then he will be half Indian; he's white right now.

Grade 6:

Can't think of any differences.

They do different things.

The belief that Indians were better than non-Indians was held by fifteen percent of the Indian students, who perceived differences between Indians and non-Indians.

Indians Regarded As Better Than Non-Indians
By Atwood Indian Children

Grade 4:

They don't like to do a lot of stuff like climbing, jumping from the second floor of condemned houses. Whites are scared and don't like to do so much.

The white friends like to tease.

They talk funny and one's crosseyed.

Grade 5:

They are crazy.

Grade 6:

Indians have more gumption than whites. Indians like to play more.

Five Atwood Indian Elementary students (15%) in the fifth and sixth grades felt that Indians were inferior to non-Indians.

Non-Indians Regarded Better Than Indians
By Atwood Indian Children

Grade 5:

Yes they (non-Indians) work.

They (non-Indians) like to do things better.

Yes, they can run faster and they talk more.

Grade 6:

Indians get in trouble and whites don't.

(Non-Indians) Nice and some of my Indian friends get kinda mean.

The frequency of exclusive Indian friendships tended to decrease with grade level -- one-fourth of the third graders reported only Indian friends, compared with eight percent of the sixth graders. Seventy-five to eighty-nine percent of the Indian students at Atwood had both Indian and non-Indian friendships; sixth graders (89%) had the most non-Indian friendships, while third graders (75%) had the least. Sixth graders (46%) tended to feel that Indians and non-Indians were the same, while a considerably smaller percentage of fourth (5%) and fifth graders (5%) shared this opinion. Predictably, few sixth graders (38%), most third graders (75%), and most fourth and fifth graders (80% and 78% respectively) perceived differences between Indians and non-Indians. The probability of neutral perceptions decreased as grade level increased. Indians were regarded as better than non-Indians by more fourth graders (20%) than fifth (11%) or sixth graders (8%). However, Indians were seen as inferior by one-third of the fifth graders and fifteen percent of the students in sixth grade.

A fully developed comparison of non-Indian peer perceptions occurs below in Table XIII.

XIII. Comparison of Non-Indian Peer Perceptions,
By Grade Level, for
Atwood Elementary Indian Pupils

	N and % In Total Population	Breakdown and % within each Grade			
		3	4	5	6
I. Total with Indian and Non-Indian friendships.	42-84%	6-75%	17-85%	8-89%	11-85%
A. Indians are the same	8-18%		1- 5%	1-11%	6-46%
B. Indians are different	34-68%	6-75%	16-80%	7-78%	5-38%
1. Neutral perception	23-46%	6-75%	12-60%	3-33%	2-15%
2. Indians are better	6-12%		4-20%	1-11%	1- 8%
3. Indians are inferior	5-10%			3-33%	2-15%
II. Only Indian friendships.	7-14%	2-25%	3-15%	1-11%	1- 8%
III. No Indian friendships.	1- 2%		1- 5%		

Indian Students' knowledge About and Attitudes Toward Tribal Language and Culture.

Atwood's Students Tribal Language Proficiency

The National Study of American Indian Education interview questionnaire for Indian students asked several questions related to knowledge about and attitudes toward tribal language and culture. We present the findings of our interview work cautiously as it relates to these questions, since our impressions are that direct inquiries of such complex and ramified aspects of childrens lives make derieved data somewhat suspect and later analysis difficult.

Slightly over one-half (54%) of Atwood's Elementary Indian students had no knowledge of their tribal language. Thirty-two percent could speak a few words and were able to comprehend a little of their language. Four students could follow a conversation in their tribal language, but could not speak it very well. Good language proficiency was reported by only two students, who could understand their language well and were able to carry on a conversation with only some difficulty. A fifth

grader was perfectly fluent in his tribal language. Tribal language proficiency analyzed by grade level is depicted in Table XIV.

XIV. Language Proficiency of Indian Students,
By Grade Level,
for Atwood Elementary Students

Degree of Proficiency	Grade 3	Grade 4	Grade 5	Grade 6
No knowledge	4 (50%)	13 (65%)	5 (56%)	5 (38%)
Understood a little, spoke a few words	3 (38%)	5 (25%)	1 (11%)	7 (54%)
Could follow a conver- sation but couldn't speak well	1 (13%)	1 (5%)	1 (11%)	1 (8%)
Understood well, had some difficulty speaking		1 (5%)	1 (11%)	
Perfectly fluent			1 (11%)	
TOTAL AND PERCENTAGE	8 (101%)	20 (100%)	9 (100%)	13 (100%)

Use of the Tribal Language in a Social Setting

Fifty-two percent (12) of the Indian students who had some knowledge of tribal language spoke it at home with their parents. Two students used it with their parents and other relatives; a third grader spoke with his parents and grandparents, and a fourth grader spoke with a brother and his father. Twenty-two percent (5) spoke a tribal language with their relatives; one student and a cousin used it, three spoke with their grandmothers, and one student spoke his tribal language with "relatives and an old lady." The social use of tribal language by Atwood Elementary pupils is displayed in Table XV.

XV. The Social Use of Tribal Language,
By Grade Level,
for Atwood Elementary Indian Pupils

Where Language Was Used	Grade 3	Grade 4	Grade 5	Grade 6
At home	2 (50%)	5 (71%)	2 (50%)	3 (38%)
At home with relatives: grandparents, brother	1 (25%)	1 (14%)		
With relatives: Cousin	1 (25%)			
Grandmother		1 (14%)	1 (25%)	1 (12%)
Relatives & an old lady			1 (25%)	
No data available				4 (50%)

Atwood Indian Students Attitudes about Tribal Language

A few Indian students (6%) held slightly negative-to-indifferent attitudes about tribal language. None of these students possessed, or wanted to acquire, knowledge of either tribal culture or tribal language. This attitude was shared by ten percent of the fourth graders and one of the sixth graders interviewed.

Sixty-four percent (32) of the Atwood Elementary students interviewed expressed a vaguely positive idea toward learning their tribal languages. Although they felt it would be nice to know about it, they had no plans nor any reasons for acquiring the ability to speak it. Seventy-five percent of the third graders and eighty percent of the fourth graders compared with 44% of the fifth and 46% of the sixth graders held this attitude.

Tribal language was regarded as important and meaningful by about one-fourth (26%) of the entire number of Indian students who were interviewed at Atwood Elementary school. They gave reasons for wanting to learn the various languages and/or expressed great interest and enthusiasm for improving their language proficiency. A higher percentage of fifth graders (56%) and sixth graders (46%) expressed this attitude; only one student in the third grade and one in fourth grade had similar feelings. Specific indications of the importance of tribal language to these students is presented below:

Reasons For The Importance of Tribal Language
Given By Indian Pupils

Grade 3:

My grandmother and mother speak, I really want to do it better because it's easy to understand people who talk in the language all the time.

Grade 4:

Yes, I'd learn better in Chippewa because I have Chippewa blood in me, so I should know about it.

Grade 5:

I really want to learn how to talk better. (two students)

I need to learn more about my language and stuff.

Three students thought they would learn better in their tribal languages, their reasons:

because my parents talk that way.

That's my nationality and maybe I can understand in it better.

Grade 6:

Yes, because it's my nationality.

I want to learn because I'm Chippewa.

I want to learn because it's my tribe.

I'd like to learn more because my mother speaks.

I need to learn it because we always go to pow-wows in Nebraska and I can't understand.

They speak it up North, I'd like to know what my grandparents are saying.

A third grade boy from Atwood Elementary school felt that knowing the Cree language was at least as important as knowing English.

Atwood's students knowledge of Tribal Culture

One-fourth of Atwood's Indian students said they knew "nothing" about their tribal culture. Seventy percent (35) of the students had some information about their tribe. The areas of knowledge varied:

Grade 3:

Dance in powwows. (two students)

Hunting and other things.

They're from Wisconsin, that's all I know.

I watch powwows, but I don't dance, I'd be embarrassed to because I don't know how. We lived on a reservation.

Grade 4:

Dance in powwows. (two students)

They have flowers on their costumes and I dance.

They live in places without trees, they are plains people.
(He related a story about a Buffalo Hunt)

I know a little bit, they lived differently than the
whitemen.

I know some things, not that much.

The Sioux and Chippewa.

It's a large tribe, I know some stories.

The teacher sings us some Indian songs, an Indian danced
with the music teacher.

I know a custom.

How they sew and make moccasins.

Grade 5:

I danced in powwows up north once in a while. We dress
like Indians once in a while.

The Chippewa drove the Sioux out. I know about Hiawatha.
I go to powwows but don't dance.

They beat the Sioux and lived in different homes than the
Sioux.

The Sioux and Chippewa all joined together and fought
Custer's last Stand. I learned it from a movie.

I know a legend about Custer's last Stand and about
Geronimo.

I know that they are different from other people and
they do rain dances.

I'm going to get an education to find out more.

They dance and sing and I know some legends.

My grandmother tells stories to us. (He told a story about
what happened when it rained) I dance in powwows.

They have a reservation in Montana.

Grade 6:

I dance. (two students)

I dance and know about costumes.

Their costume is different from Chippewa and Sioux (described it) and I dance in powwows.

I know how they dress, I used to dance at powwows in the woods.

Not that much.

They like to hunt and have powwows. I will dance as soon as my grandmother finishes my costume. We visit at Winnebago every holiday.

They beat the Sioux, I dance in powwows.

I don't know much my father told me some stories, and sometimes I dance in powwows.

Two fourth grade boys (4%) had considerably more knowledge of their tribal culture. One of them had done a lot of reading:

I read all about Sioux and Chippewa. I can't find any good books on Apaches, I just sing with the drum and sometimes I dance.

The other student had acquired a phenomenal amount and depth of knowledge through reading and experiences with members of his tribe:

They came from the West and were driven by others and jammed in by settlers to the East. I dance in powwows.

All fifth graders knew something about their culture, while two fourth graders were still more knowledgeable. Table XVI depicts a comparative knowledge of tribal matters by grade level for Atwood Elementary Indian students.

XVI. Comparative Knowledge of Tribe,
By Grade Level,
For Atwood Elementary Indian Pupils

<u>Grade</u>	<u>Knew Nothing</u>	<u>Some Knowledge</u>	<u>Good Knowledge</u>
3	3 - 38%	5 - 75%	
4	5 - 25%	12 - 60%	2 - 10%
5		9 - 100%	
6		9 - 69%	

The Source of Tribal Knowledge For Atwood Elementary Indian Students

Eighteen percent of the students who knew something about their tribal culture said that they had learned about it at home. Two students (5%) had acquired knowledge from their parents and at school. One student mentioned his father and personal participation in pow-wows as sources of information about the tribe. The grandmothers of two other students (5% of the total) had taught them about tribal culture personally. Direct participation in pow-wows had enabled 18 percent of the Atwood Elementary Indian pupils to learn tribal dances. Non-Indian culture transmitters were mentioned by twenty percent of the Atwood Indian students. Three students (8%) had learned about their tribes in school, four of the students had read books about these matters, and one had gained some knowledge from a film. Table XVII depicts the sources of tribal knowledge for each grade level of Atwood Elementary Indian students.

XVII. Sources of Tribal Knowledge,
By Grade Level,
for Atwood Elementary Indian Pupils

	Grade 3	Grade 4	Grade 5	Grade 6
<u>Indian Sources;</u>				
Home	1 (20%)	1 (7%)	4 (44%)	1 (11%)
Home and school		1 (7%)	1 (11%)	
Home and pow-wow				1 (11%)
Grandmother		1 (7%)		
Participation in pow-wows	1 (20%)	2 (14%)		4 (44%)
<u>Non-Indian Sources:</u>				
In school		2 (14%)	1 (11%)	
books		2 (14%)	1 (11%)	1 (11%)
films			1 (11%)	
No data	3 (80%)	5 (37%)		

Student Attitudes Toward Tribal Culture

Only two Atwood Elementary Indian students (4%) regarded their tribal heritage as meaningless and unimportant. Neither knew anything about language or culture, nor did they want to acquire such knowledge.

Eighty percent (40) of the Atwood Indian students were somewhat interested in learning more about their tribal culture. Three-fourths of the third graders wanted to learn Indian dances, while five were also interested in knowing other aspects of tribal culture:

I want to know about bow and arrows. I'd be embarrassed to dance because I don't know how. I want to learn.

How to dance, talk and what they wore before.

Words and like that. I'd like to know how to dance.

Language, how they are different, how to dance.

I want to know more about hunting and I want to learn to dance in powwows.

One third grader wanted to learn Indian songs, while another didn't know what she wanted to learn about her tribe.

In the fourth grade, an interest in dancing was expressed by half of the students. Eight students were also anxious to learn about other aspects of tribal culture:

My dad is Indian. I don't know anything about the tribe. I'd like to know how to rain dance.

My grandfather was Indian, I don't know what tribe. I would like to know how to dance and what they used for fishing.

History, would like to dance.

I'd like to know about art, cooking and how to dance.

How they make feathers and how to dance.

I'd like to know how they talk, why they have rain dances and how to dance.

How to talk Winnebago and how to dance better.

I'd like to know dances and language. (two students)

Four (20%) of the students did not mention dancing, but found other aspects of Indian culture interesting:

I already know about some things. I want to learn more, scouting.

I want to know words, how they lived, how they hunted.

I'd like to know how they lived a long time ago.

The stories they tell.

In the fifth grade, one-third of the students wanted to learn more about tribal dancing and other aspects of their cultures:

I want to know the history of it and how to dance.

Dances and words.

Yes, how they hunted, I'd like to dance in pow wows.

Another one-third of this class expressed special interest in learning their tribal languages.

In the sixth grade, learning to speak a tribal language was the hope of one-third of the Indian students:

Especially language. (two students)

I'd like to learn the language, I don't know what else.

My grandmother was white, my grandfather was Indian.

I would like to learn Swedish (my grandmother was Swedish) I like to talk Indian too.

Other interests were expressed by four (33%) of these students:

How we got the language and how to dance.

I want to know how to dance better, I can't dance very good.

I'd like to know a lot of things. (two students)

Ten percent (5) of the Indian students who were interviewed at Atwood Elementary school regarded tribal culture as very important and meaningful. Learning it was perhaps at least as important as learning white man's ways. This attitude was expressed by fifteen percent of the fourth graders, and fifteen percent of the fifth graders. Fourth graders wanted to know such things as these:

Dances, language and the alphabet and everything.

Like to talk, dance and know a lot more.

Yes, customs, language and all kinds of other stuff.

Fifth graders were interested in such things as the following:

I want to know dances, how to talk, the different things they know and how they make things.

I know that they are different than other people. That's what I'm going to get an education to find out, especially want to know more about dancing.

The Ideal Relationship of Atwood School to Tribal Culture

Sixteen percent (8) of Atwood's Indian pupils preferred to learn about tribal culture and language at home, while twenty percent thought schools should teach them about it. Half of the students (54%) wanted to learn about tribal culture from one source, and tribal language from another. In the most frequent of these dichotomies, thirty percent of the children wanted to learn about culture at home and language in school. A variation of this position was expressed by seven students, who preferred to learn about culture at home and in school, but felt language should be taught in school. One student wanted to learn language in school but said his cultural resource "depends on who could teach me best." The most desirable arrangement for one child was to learn about culture in school, and language at home. Only two students indicated where language and culture should be taught -- one wanted language taught at school; the other felt culture should be taught in school. Table XVIII describes in detail the feelings of Atwood Elementary Indian pupils regarding the ideal relationship of school to tribal culture and language.

XVIII. Ideal Relationship of School
to Tribal Culture and Language,
By Grade Level, for
Atwood Elementary Indian Pupils

	Grade 3	Grade 4	Grade 5	Grade 6
Did not want to learn about language and culture		1 (5%)		1 (8%)
Language and culture at home		3 (15%)		5 (38%)
Language and culture at school	1 (13%)	6 (30%)	1 (11%)	3 (23%)
Culture at home, language in school	4 (50%)	8 (40%)	2 (22%)	1 (8%)
Culture at home and in school, language in school	2 (25%)	2 (10%)	2 (22%)	1 (8%)
Culture "depends who can teach me best", language in school			1 (11%)	
Culture in school, language at home			1 (11%)	
Culture at home, language at home and in school	1 (13%)			
Language in school			1 (11%)	
Culture in school			1 (11%)	
TOTAL number and percent	8 (101%)	20 (100%)	9 (99%)	10 (85%)

Indian Students' Perceptions of Parental Attitudes Toward Education

Parental Attitudes Toward Formal Education

According to one Atwood Indian Elementary student, a fourth grader, her parents expressed no concern for formal education ("They don't tell me nothing about school"). One-half (54%) of the students interviewed felt their parents wanted them to get a formal education but were not vitally concerned about it. Included were 75% of the third graders, 65% of the fourth graders, 22% of the fifth graders, and 54% of the sixth graders. The most frequent parental expressions about school concerned the admonishment of children's bad behavior, and the encouragement of good behavior. Some of the comments we received in our interviews with Atwood Indian students are listed below.

"What do your parents tell you about school?"

Grade 3:

Don't misbehave.

Not to run around.

Not to do wrong in school.

Not to get the teacher mad. To act nice so she will act nice to you.

Grade 4:

Nothing. They say don't be bad in school.

They say don't be bad or run in the halls.

They tell me not to do anything wrong and not to be like the bad boys.

They tell me not to fight.

They tell me not to pick fights.

They tell me to be good in school.

Nothing. They tell me to behave and do work.

They tell me to listen and shut up.

They tell me to be nice and obey the teacher.

They tell me I should listen to the teacher more often.

Grade 5:

They tell me to behave in school. (two students)

To behave and mind the teachers and adults.

Grade 6:

They tell me not to get in trouble.

They tell me I should be better in self control.

A few parents told their children to attend school regularly, or that school was "good" for them:

Grade 3:

They say I should come.

I'm doing fine.

Grade 4:

They tell me that it's good that I like it.

Grade 5:
It's good for me.
I should keep on trying.

Grade 6:
They say I should go every day. (two students)
They tell me to do my work.

All of the Atwood Indian Elementary children reported telling their parents something about the school. Most students mentioned liking the school, and having fun. A few told them about learning and classwork.

Grade 3:
I like it.
I love school and want to come back.
I like the work.
It's fine.
It's good, and is easy.

Grade 4:
I tell them what we have for lunch.
I tell them I like it, and I'd like to stay in school.
I tell them that I like school. (Four students)
I tell them it's fun.
I tell them how I've been.
I don't tell them anything except when I do good work.
I tell them the things I learn.
No data (one student)

Grade 5:
It's fun.
About gym and reading.
I tell them my subjects and what I've done the whole day.
What I do in school and other things.
I tell them I had to bring home papers to do.

Grade 6:

Nothing.

I tell them I have fun.

It's nice and I have fun.

I tell them it's nice. Everyday I talk to mom about school.

I tell them if I had a good day.

Thirty-four percent (19) of Atwood's Indian students felt that their parents wanted them to continue in school, to learn as much as possible, and to graduate from high school. Half of the sixth graders, 30% of the fourth graders, and about one-fourth of the third and fifth graders who were interviewed reported similar parental concerns about formal education.

"What do your parents tell you about school?"

Grade 3:

You should be glad to go to school because some kids can't go to school.

To stay in and to try to work.

Grade 4:

She asks me if I like it. I do a lot of reading and she wants me to learn and work hard.

They tell me that it's a good start to love school.

They ask me why I don't get to bring books home more often so they can help me.

They tell me to study hard and they say, don't fool around too much.

That it's educational, and good to learn.

They tell me I should go through school and not flunk.

Grade 5:

Keep in and learn more.

They say just go and keep on working to get a good education.

Grade 6:

They tell me to listen to the teacher so I can be smart.

They tell me to do better.

School is a good education.

They tell me I should go to this school because there is no other one I can get into right now. They are all full. This is a nice school to be in. You get more education here.

They tell me to try harder in case I flunk.

They tell me you better learn something or I'll put you in a military discipline school.

They say to learn there and see what my future will be.

Some students told their parents about aspects of the school situation itself.

"What do you tell your parents about School?"

Grade 3:

It's fun.

What I do, what I am going to do.

Grade 4:

I tell them I don't like it, I don't like any teacher.

I tell them about my work.

What we did in reading. I tell them about math.

I tell her that I work in a different book than the other kids do.

When I do wrong and how much fun I have.

I tell them that I love school.

Grade 5:

I like a certain subject.

It's lots of fun, I also tell them about two subjects I like, math and reading.

Grade 6:

That I like it.

I tell them it's OK.

I tell them it's fun. If I have been in trouble I tell them.

Sometimes I tell her I'm bad and sometimes I tell her I'm good.

I tell them how many kids there are, what the teacher is like and how I like math.

I tell them that I try to learn what I can, and I tell them what I learned.

I tell them I like it, math and spelling mostly.

One fifth grader at Atwood said his parents expected him "to go through school and college and to be a teacher." He shared this aspiration, and told his parents "many things" about Atwood Elementary school.

Atwood Students Perception of Parental Attitudes Toward The School

Since data were available for only fourteen percent of the Indian student population at the school, the responses suggest, rather than reflect, parental attitudes about the school. Fourth graders perceived their parents as most critical of Atwood. One student felt his parents were very antagonistic toward the school and would have preferred to transfer her to a different institution. A slightly less negative parental opinion was reported by one boy, while three students thought their parents liked the school. (The Training Center for Community Programs Report on Atwood Parents and Influential Persons further amplifies the parental attitudes toward the school.)

Extent of Parental Involvement in Atwood School Affairs

Eighteen percent (9) of the Indian students interviewed said their parents had never visited Atwood. Included were forty-six percent of the sixth graders, thirty-six percent of the third graders, and fifteen percent of the fourth graders. A few students (14%) reported that the

only situation which brought their parents to school was a troublesome one, or that they were having problems of some sort and a teacher or the principal had called their parents in to discuss the difficulties. Thirty-eight percent of the fifth graders and several students in the third, sixth, and fourth grades mentioned this type of parental contact.

Informal parental involvement in Atwood school affairs was mentioned by thirty-six percent (18) of the Atwood Indian students. Their parents had attended the annual ice cream social and open house conferences. They had come to visit teachers and/or to see the work their children had done. More fourth graders (45%) than fifth (33%), sixth (31%), or third graders (25%) reported informal parental involvement. Indian parental involvements in the functions of Atwood Elementary school are detailed in Table XIX.

XIX. Perception of Parental Participation
in the School, By Grade Level, for
Atwood Elementary Indian Pupils

	Grade Grade		Grade Grade		Total
	3	4	5	6	
Attended the ice cream social	1		1		2 4%
They come to see how I'm doing (frequency)	1	2	1		3 6%
Attended open house (frequency)		2 (once)	1		3 6%
Attended conferences (frequency)		2 (once)		4	6 12%
To look at my work	1				1 2%
To come to visit the teacher		3			3 6%

Twenty-eight percent of Atwood's students (14) felt that at least one parent was involved in school affairs to some extent. All their parents occasionally attended PTA, and some also came to open house or conferences. Nearly one-half of the fifth graders, thirty-eight percent of the third graders, twenty-three percent of the sixth graders, and twenty percent of the fourth graders interviewed mentioned these types of parental participation. Two students (a fourth and a sixth grader) said their parents regularly attended PTA meetings.

Tentative Conclusions

While the Training Center for Community Program's final report on the education of Indian children in St. Paul, Minnesota is to be written from a variety of interim reports, it is possible to advance some tentative conclusions and accompanying recommendations for these children based upon the data analyzed in this report. These tentative conclusions and recommendations will be refined and amplified in the final report publication.

1. The Indian school children attending Atwood (pseudonym) elementary school seem, for the most part, to like being in school.
2. Most of these children appear to want, either from the school or from other resources, to learn something about their native languages, histories and heritages.
3. The St. Paul Indian children seem to reflect conditions of home life in the same manner as their parents: home life for both children and adults seems to be generally supportive of education and the school itself, but short on skills to change the school and to better articulate parents and children to the school's authority structure.
4. Some of the rules of Atwood elementary school which did not appeal to Indian (and perhaps other) children were identified in the data. Most of these rules seemed to fall in the "Mickey Mouse" category; they were the kinds of regulations which prohibit movement and voluntariness.
5. All of the tentative generalizations above point to some fairly obvious beginning suggestions to school personnel: in the presence of a general good will toward education and Atwood Elementary school on the part of Indian children, it seems appropriate to consider relaxing certain day-to-day strictures common to the structure and function of the school, and to institute certain curricular changes which would 1) provide more Indian language, history and culture to the children; and 2) articulate the parents of the Atwood Indian children (and perhaps children themselves) to some of the bureaucratic operational features of the school.

APPENDIX

SCHOOL LIKES AND DISLIKES, BY GRADE LEVEL,
EXPRESSED BY
ATWOOD ELEMENTARY INDIAN PUPILS

SOCIAL ASPECTS	LIKED				DISLIKED			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
Playground	1-13%	3-15%		2-15%				
Recess	1-13%	1- 5%						
Free time		1- 5%						
Lunch time	4-50%	4-20%	3-33%	1-8%				1- 8%
Kids		1- 5%				5-25%	3-33%	1- 8%
Teachers		2-10%		4-31%		1- 5%		
Kids & teachers		1- 5%						
Principal						1- 5%		
People		2-10%	1-11%					
<u>NON-ACADEMIC</u>								
Gym		4-20%	4-44%					
Baseball		1- 5%	1-11%					
Music	1-13%	2-10%		1- 8%				
Art	2-25%	8-45%	1-11%	2-15%				
<u>ACADEMIC COURSES</u>								
Arithmetic	3-38%	6-30%	5-56%	4-31%	1-13%	7-35%	1-11%	4-31%
English		2-10%		2-15%	1-13%			
Social Studies		4-20%	2-22%	1- 8%		5-25%	1-11%	4-31%
Science	1-13%	2-10%	2-22%	1- 8%	1-13%	1- 5%	1-11%	
Spelling	4-50%	5-25%		4-31%	1-13%			
Reading	1-13%	3-15%	2-22%	1- 8%		1- 5%		
Language		1- 5%			1-13%	1- 5%		
Writing	1-13%							
All subjects			2-22%			1- 5%		
<u>OTHER</u>								
Work		2-10%						1- 8%
Homework		1-13%			1-13%			
Nothing					5-63%	7-35%	3-33%	3-23%
Almost Every- thing	1-13%					1- 5%		1- 8%
Coming early						1- 5%		